

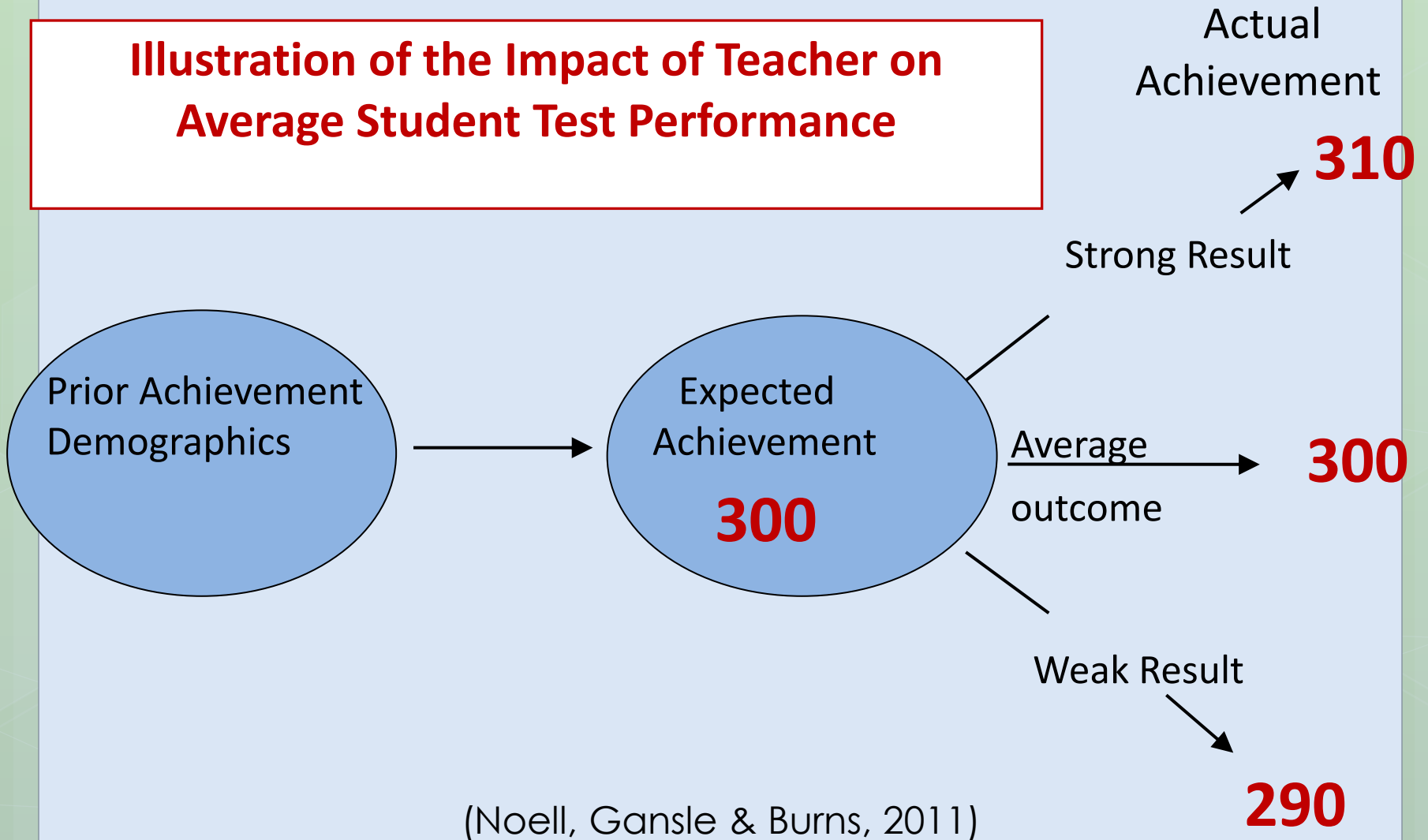


Value-added research and findings

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What is Value-Added in LA?

Illustration of the Impact of Teacher on Average Student Test Performance



(Noell, Gansle & Burns, 2011)

What Factors Influence Expected Achievement

- Prior Achievement on State Assessments (ELA, Reading, Math, Science, Social Studies)
- Attendance
- Discipline Record (Suspensions and/or Expulsions)
- Disability Status (ED, Speech/Language, MMD, SLD, OHI, Other)
- Free/Reduced Lunch Status
- English Language Learning Section 504 Status
- Gifted Status
- (BoR excluded factors: race/school context)

Value-added in Louisiana

- Board of Regents system for Teacher Prep programs (2003-2011)
 - 1st & 2nd year teachers
 - At least 25 teachers needed to calculate
- LA Dept of Ed system for teachers (2009-Present)
 - All tested grade levels 4-8th (some 9th) grades
 - 50% of teacher rating linked to VA rating

Table 1
2009-2010 Value- Added Preparation Assessment Results for Alternative Certification Programs by Performance Level

Types of Programs	Language Arts	Math	Reading	Science	Social Studies
Louisiana College	2	3	1	3	3
Louisiana State University - Shreveport	2	1	2	2	1
Louisiana Resource Center for Educators	3	3	4	3	3
Louisiana Tech University				3	
Northwestern State University	2	3	2	1	3
Southeastern Louisiana University	2	2	2	1	1
The New Teacher Project	1	1	1	1	3
University of Louisiana at Lafayette	4	3	3	4	3
University of Louisiana at Monroe	2	3	3	2	1

Table 2
2009-2010 Value- Added Preparation Assessment Results for Undergraduate Certification Programs by Performance Level

Types of Programs	Language Arts	Math	Reading	Science	Social Studies
Louisiana State University and A&M College	3	3	3	1	2
Louisiana State University at Shreveport	3	3	3		3
Louisiana Tech University		3			
McNeese State University	3	3			5
Northwestern State University	3				
Southeastern Louisiana University	3	2		2	
University of Louisiana at Lafayette	4	3	3	3	4
University of New Orleans		3			3

Sample Report: Principal's View of All Teachers



[Class List](#)
[Student List](#)
[Verified Data](#)
[Teacher Results Report](#)
[Course Data](#)
[Source Data](#)
[Results Data](#)
[Control Tables](#)
[Login Account](#)

[View By Teacher](#)
[View All Teachers](#)

Student & Teacher Achievement Results Summary Sheet

School Year:

 School District:

 School:

What is the Student & Teacher Achievement Results Report?

The report describes the extent to which students taught by a specific teacher achieved the level of educational performance on standardized tests that would be expected based on their prior achievement. Teachers were compared to other teachers statewide who taught in the same content area.

— Summary Report — Overall Achievement Results

TeacherName	English Achievement Result	English Percentile	Reading Achievement Result	Reading Percentile	Mathematics Achievement Result	Mathematics Percentile	Science Achievement Result	Science Percentile	Social Studies Achievement Result	Social Studies Percentile
Lastname, Firstname	-	-	-1.0	41%	+9.0	81%	-	-	-	-
Lastname, Firstname	-	-	-	-	-10.0	11%	-	-	-	-
Lastname, Firstname	+10.0	86%	+1.0	53%	-	-	-	-	-	-
Lastname, Firstname	-	-	-	-	+10.0	84%	-7.0	13%	+4.0	64%
Lastname, Firstname	+12.0	90%	+15.0	96%	-	-	-	-	-	-
Lastname, Firstname	-	-	+1.0	53%	-	-	+11.0	87%	-1.0	41%

1 2

Print Category

Sample Teacher Results Report



Class List Student List Verified Data **Teacher Results Report** Course Data Source Data Results Data Control Tables Login Account

View By Teacher View All Teachers

Student & Teacher Achievement Results Summary Sheet

School Year: 2008-2009
School District: XYZ School District
School: XYZ School
Teacher: XYZ Teacher

— Overall Achievement Results —

Content	Teacher Achievement Result	Percentile	Overall / Composite
English	+4.0	66%	
Mathematics	+5.0	71%	
Science	-1.0	31%	
Social Studies	+1.0	53%	

Print Teacher

Print All Teachers

What is the Student & Teacher Achievement Results Report?

The report describes the extent to which students taught by a specific teacher achieved the level of educational performance on standardized tests that would be expected based on their prior achievement. Teachers were compared to other teachers statewide who taught in the same content area.

Achievement Result: The difference between students' actual level of achievement and the level that would be expected based on the students' prior achievement and demographic characteristics. An average teacher would have a result of zero, indicating that students

One System Now

- Have decided to go with the LA Dept of Ed system for teachers
- Less confusing to public to have 1 system
- Designed for more drill down
- More cost effective

Newest teacher prep data looks like this

- We are getting that this week.

What Value-Added Means on the Ground

- McNeese's experience and research on Value-Added our first time out
- Punitive Assessment

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Louisiana Tech University		3			
McNeese State University	3	3			5
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Southeastern Louisiana University	3	2		2	
University of Louisiana at Lafayette	4	3	3	3	4
University of New Orleans		3			3

Programmatic Intervention

- MSU did receive (from the old program) a level 5 performance rating in Social Studies.
 - Shock, since based on NCATE, Praxis scores and strength of faculty, social studies was one of our stronger programs.
- Funds for the MSU VA researcher to find out what was wrong
- One year to change the program knowing this:
 - 5 (our teachers' students were not achieving their predicted scores in social studies)
 - Secondary might be weaker than elementary but the numbers were too small to test for significance.

Our Mixed-methods Study

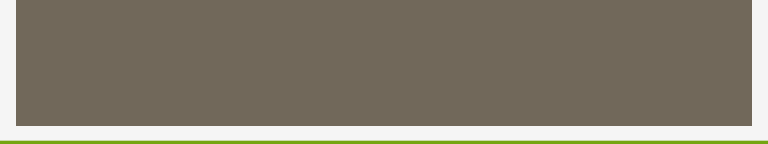
- Did mixed method research to figure out why.
- Qualitative: Two focus group asking what worked, did not work and could be changed in our Social Studies program
 - Teachers
 - Administrators
- Quantitative: Value Added subgroup looking for more data (a team of researchers asked the state for this information)

Focus Group Findings

- Teachers need more differentiated teaching methods
- There is not enough time to teach Social Studies so need more integration
- Need field experiences that
 - Have prescriptive experiences
 - Ensure experience with diverse students
 - Have students practicing differentiation

Changes at MSU based on Focus Group Results

- LA History integrates US colonial and LA colonial History
- ELA/Social Studies Course
- Working on field experiences and working with differentiation.



Still we did not know what a
“5” said about our program

Quantitative Methods

- Wanted to understand the performance band #5 so:
- Asked for predicted as well as actual score for each teacher.
- Asked for % correct for content strands.

School Year	Teacher's Value Added Effect Estimate (Bayes Estimate)	Teacher's Value Added Effect Estimate (OLS Estimate)	Average Observed Test Score	Aggregated Average Predicted Test Score
2008-2009	-2	-3	294.42	297.42
2008-2009	-5	-6	324.33	330.33
2008-2009	-2	-2	290.86	292.86
2008-2009	-13	-21	279.18	300.18
2008-2009	-3	-4	317.63	321.63
2008-2009	2	3	312.86	309.86
2008-2009	-4	-5	314.22	319.22
2008-2009	-20	-21	281.04	302.04
2008-2009	15	16	337.38	321.38
2008-2009	1	1	324.12	323.12
2008-2009	8	9	330.54	321.54
2008-2009	-18	-19	311.19	330.19
2008-2009	2	2	319.40	317.40
2008-2009	4	7	301.00	294.00
2008-2009	2	3	330.71	327.71
2008-2009	-11	-14	298.58	312.58
2007-2008	6	9	299.67	290.67
2007-2008	-7	-8	296.76	304.76
2007-2008	-2	-2	308.06	310.06
2007-2008	-12	-17	311.65	328.65
2007-2008	-6	-9	304.76	313.76
2007-2008	-4	-7	298.20	305.20
2007-2008	-5	-6	318.97	324.97
2007-2008	-5	-6	302.72	308.72
2007-2008	-6	-6	317.25	323.25
2007-2008	-8	-11	318.65	329.65
2006-2007	-4	-5	305.34	310.34
2006-2007	-4	-4	307.03	311.03
2006-2007	1	1	305.79	304.79
	-3.44827586	-4.31034483		
redesign Undergraduate			309.05	313.36

Changing the Paradigm

- The old paradigm was that if the students score as “proficient” that is good.
- The new paradigm measures students based on what the formula says they should score.
- So while the students were scoring high enough to be considered proficient, they were not scoring as high as the formula said they should score.
- So again the differentiation that the focus group discussed comes to the fore

The data also allowed us to look at the content strands

- Within Social Studies we found that certain grades and certain time periods were weak
 - US and LA History
- Again this underscored the need for the changes that we initiated based on the focus group
 - Integrating U.S. and LA history

Table 2: Percentage of teachers with .5 scores or lower

Content area	%	
4.1	40	4th Geography (US history)
4.2	10	
4.3	30	
4.4	30	
5.1	33	
5.4	100	5th history (Pre-colonial/colonial U.S.history)
6.1	75	6th geography (World prehistory to precolonial)
6.4	75	6th history (World prehistory to precolonial)
7.1	29	
7.2	71	7th civics (US history)
7.4	71	7th history (US history)
8.1	14	
8.2	71	8th civics (Louisiana history)
8.3	0.57	8th economics (Louisiana history)
8.4	0.71	8th history (Louisiana history)

What does this tell us?

- Focus group was correct: we need more differentiation, but it appears to be at the higher levels of instruction.
- Focus group was right integration would help particularly if we can integrate LA and US history.
- We received the lowest performance band but our mean scores were above the state average.

The next year we were out of programmatic intervention

- Our program jumped from a level 5 to a level 3 (equivalent to other new teachers)
- Before we turned in our report
- Before the students who were taking the new courses graduated
- We didn't change anything and got better?
- Teachers are supposed to be given three years, we were immediately placed on intervention.

Final Thoughts

- Louisiana is now giving us more information about our programs
- The information and research we did on our programs will make them stronger
- I think that value-added has some great formative assessment potential, but the punitive implementation of the programs is working against it.

My Hope for Value-added

- IIRTW:
 - Value-added would highlight and reward great programs/teachers.
 - Value-added data would be given to programs/teachers and they would then use that data for improving their instruction
 - Administrators and school districts would be rewarded for cultivating great teachers.
 - Value-added data for deliberate practice.

Courageous Leadership

- Courageous leadership requires this deliberate practice.
- As educational leaders we must be able better analyze our strengths and weaknesses.
- We also need to focus our attention on those weaknesses for targeted improvement.
- Value-Added offers us a tool to help us do that.